

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



South Carolina  
Department of Education

Together, we can.

### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Whitlock Junior High

**District:** Spartanburg School District 7

**Principal:** Mr. Charles Redmond

**Superintendent:** Dr. Thomas White

# FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

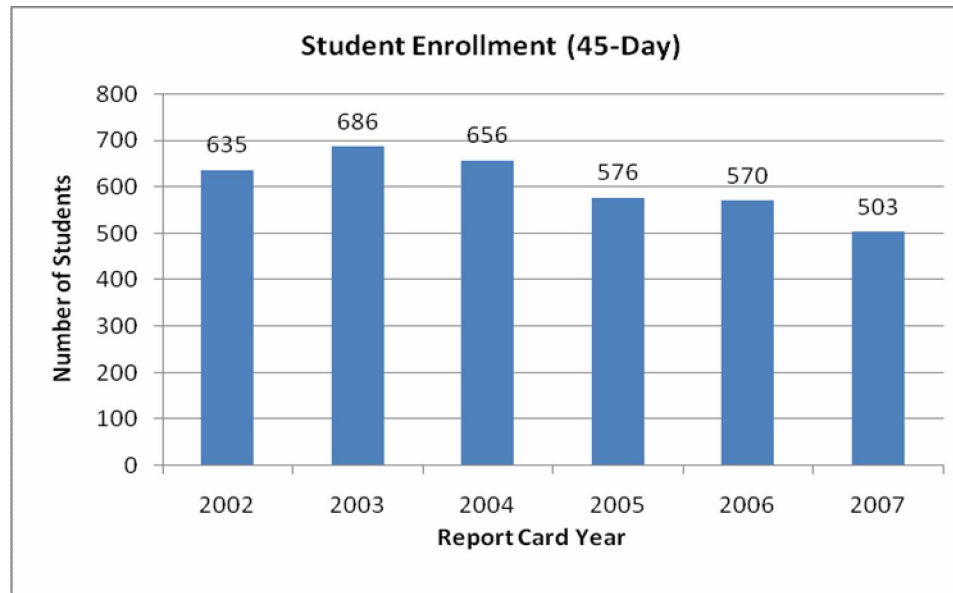
## Rationale

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

Myles W. Whitlock is one of three public junior high schools in Spartanburg County School District 7. It is located outside the city limits but it serves a Grades 7-9 population that is predominantly urban. Demographic data from the 2007 School Report card depict the student population as 503 students. It is expected that the 2008 School Report Card will show our 45-day enrollment for 2007-2008 at approximately 348 students. Preliminary data for the 2008-2009 school year indicates that the current number of registered students is 330. Longitudinal data shows a continual decline in the student population for the past five years.



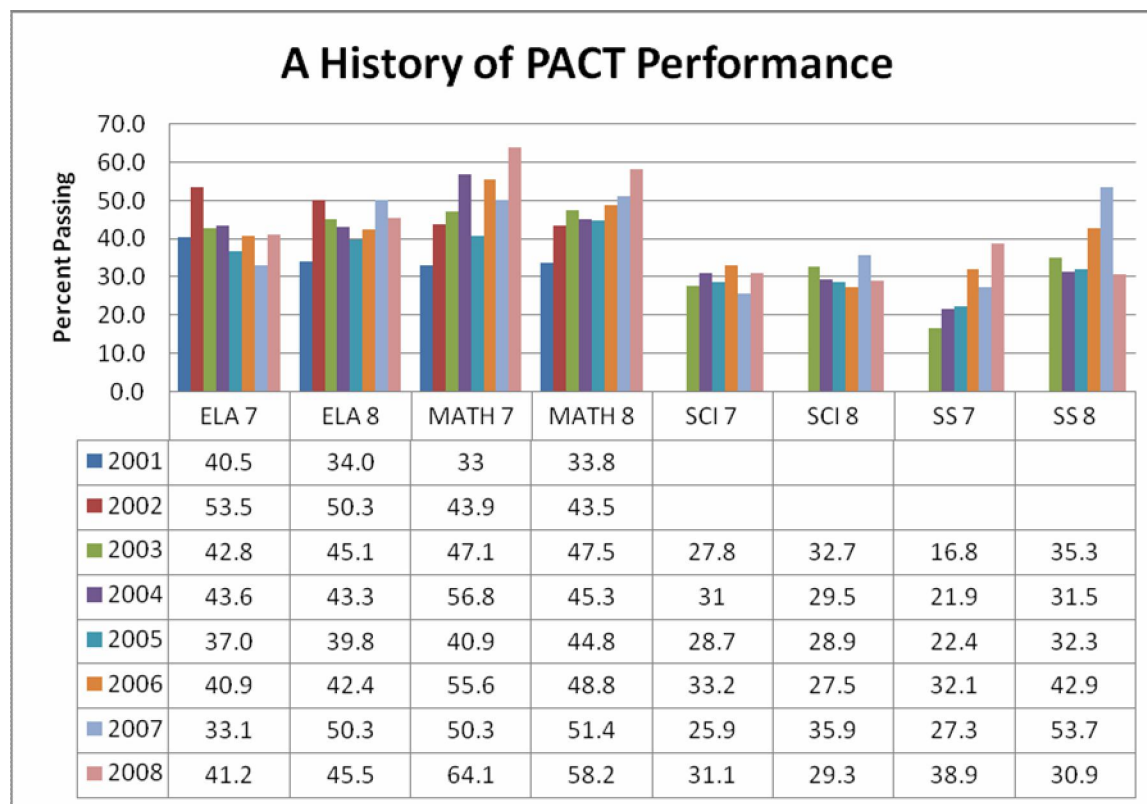
Additional student data from the 2007 School Report Card helps to complete Whitlock's student profile. Approximately 56.8% of the students in grades 7 & 8 ( 5.6 percentage points higher than 2006) are shown to be enrolled in high school credit courses . The students' retention rate decreased from 7.1% to 6.7%, but students' attendance rates declined over the same period from 92.3% to 91.4%. There was an increase in the percent of students eligible for gifted and talented from 8.9% to 9.1%, while the percent of students with disabilities other than speech decreased from 22.4% to 19.0%.

The 2007 School Report Card also provides information about the teachers at Whitlock Junior High School. The information reflects data on 49 teachers, a decrease of 4 teachers, but this number has declined to 33 for the 2008-2009 school year. The teachers with advanced degrees increased from 50.0% to 55.1%. This percentage is larger than most middle schools with students like ours. At the time of the 2007 report card, none of the teachers had emergency or provisional certificates. The teacher retention rate went from 74.7% to 71.3%. However, the teacher attendance rate rose from 93.5% to 94.3%. The average number of professional development days per teacher declined from 18.7 days to 13.7 days.

The 2007 School Report Card recognizes Whitlock as a SACS-accredited school headed by a principal with a four year tenure at the school. However, the present principal, Mr. Charles Redmond, is a 34 year veteran in his second year as our school administrator. The school has two assistant principals, two on-site specialists, one master teacher, two mentor teachers, and thirty-two career teachers. The 2007 student - teacher ratio of 15.1 to 1 represents a decline from 16.9 to 1 in the previous year.

Currently, the school population consists of 175 male students and 155 female students. There are 103 seventh grade students, 96 eighth grade students, and 131 ninth grade students. African American students comprise 79.1% of the school population, 10.9% are Caucasian, 5.8% are Hispanic. Asian students comprise 2.4% of the school population and 1.5% of students are of mixed heritage. The percentage of students receiving free meals is 76.1%. The percentage of students who pay reduced prices for lunch is 6.7%. The special education department serves 17% of the Whitlock students and 9.7% of the students are in the gifted and talented program.

Information from the 2007 report card showed that Whitlock did not make Adequate Yearly Progress (AYP). It met 8 out of its 17 objectives. The *participation of all students* objective was met in ELA and mathematics. In addition, the following subgroups met their performance objectives in ELA and mathematics: African-Americans (racial/ethnic), subsidized meals, and disabled. Notably, the school failed to meet the state objective for teacher quality and student attendance.



Data from the 2007 School Report Card showed that the percentage of students passing PACT increased in 4 out of 8 areas. However, an increase in the percentage of students passing PACT was seen in 5 out of 8 (62.5%) tested subjects on the Spring 2008 PACT.

Gains were made by several of the school's student groups. The percentage of all students scoring *Proficient and Advanced* increased in ELA 7, Math 7, Science 8, and Social Studies 8. The percentage of female students scoring *Basic or above* increased in math, science, and social studies, while the male students saw increases in ELA and math. African American students and students with subsidized meals both increased their percentages of those scoring *Basic or above* in all tested areas.

Whitlock's absolute rating on the 2007 report card was 2.2. Using the *Absolute Value Calculator*, the numbers needed to increase by .3 of a point was determined. These figures were shared on the 2007-2008 FSRP. The goal was not met. Unofficial numbers based on Using the Absolute Value Calculator indicate that the absolute value rating for 2008 will not show the needed increase. The table below describes the actual scores of the current students in each area and depicts the numbers necessary to increase the absolute rating by .3 of a point in each area on the 2009 state exam.

### Expected Progress for PACT/PASS Exams (Grade 7)

	Adv/Exemplary		Prof/Exemplary		Basic/Met		Below Basic 2/ Not Met		Below Basic 1/Not Met		Absolute Rating	
	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09
ELA 7	1	3	7	9	19	24	15	19	37	24	2.0	2.3
MATH 7	5	7	7	9	29	31	14	18	26	17	2.4	2.7
SCI 7	0	2	1	4	5	20	20	46	17	22	1.8	2.1
SS 7	1	4	1	5	22	59	10	16	7	10	2.5	2.8

\*Since only approximately 50% of the 6<sup>th</sup> grade class took the PACT science exam and the other 50% took the PACT social studies exam, the numbers in the *Expected '09* columns for Science 7 and Social Studies 7 have been increased proportionally to reflect the larger number of students taking these exams.

### Expected Progress for PACT/PASS Exams (Grade 8)

	Adv/Exemplary		Prof/Exemplary		Basic/Met		Below Basic 2/ Not Met		Below Basic 1/Not Met		Absolute Rating	
	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09
ELA 8	0	2	7	9	27	31	12	16	38	26	2.0	2.3
MATH 8	1	3	12	17	33	35	27	20	11	7	2.6	2.9
SCI 8	0	2	2	4	25	28	23	27	32	21	2.0	2.3
SS 8	3	4	7	9	22	29	26	22	21	15	2.3	2.6

This was the first year that grades from the EOCEP exams were incorporated into the absolute rating of the school. A grade of A carried the weight of an advanced score, B was equivalent in weight to proficient, C was basic, D was Below Basic 2, and F was equivalent to Below Basic 1.

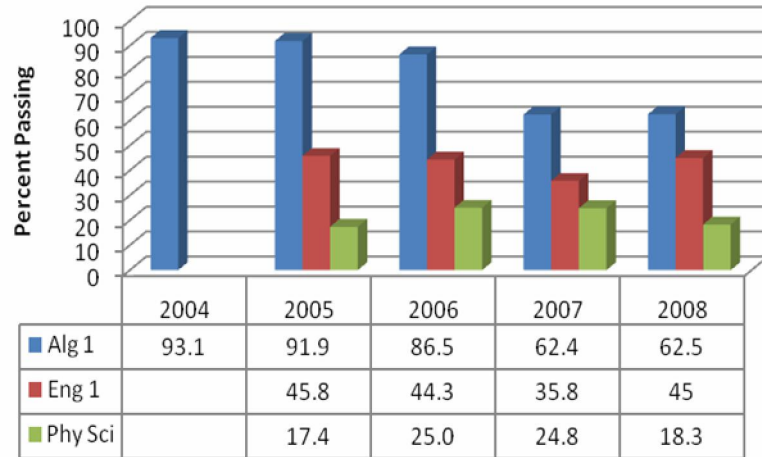
### Expected Progress for EOCEP Exams

	Adv/Exemplary		Prof/Exemplary		Basic/Met		Below Basic 2/ Not Met		Below Basic 1/Not Met		Absolute Rating	
	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09	Actual 08	Expected '09
ENG I	0	2	6	9	36	35	16	22	35	25	2.1	2.4
ALG 1	2	4	12	17	37	32	11	14	8	3	2.7	3.1
PHY SCI	0	4	2	5	17	32	18	33	18	19	2.1	2.4

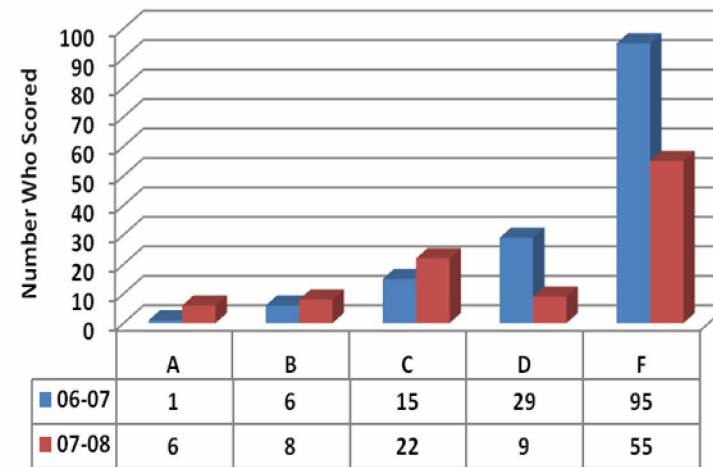
\*Since only approximately 50% of the 8<sup>th</sup> grade class took the PACT science exam, the numbers in the *Expected '09* column for Physical Science have been increased proportionally to reflect the larger number of students taking the physical science exam.

The results of the EOCEP exam have been varied. Although the percent of students passing the Algebra I EOCEP declined for four consecutive years, the number exceeded the passage rates in Eng I or Phy Sci by a wide margin. There was a minimal increase in the percent of students passing Algebra I in 2008 and a modest gain in the English I passage rate. The percent of students passing the EOCEP exam in Physical Science declined for the third straight year although it is still higher than the initial percentage of students passing.

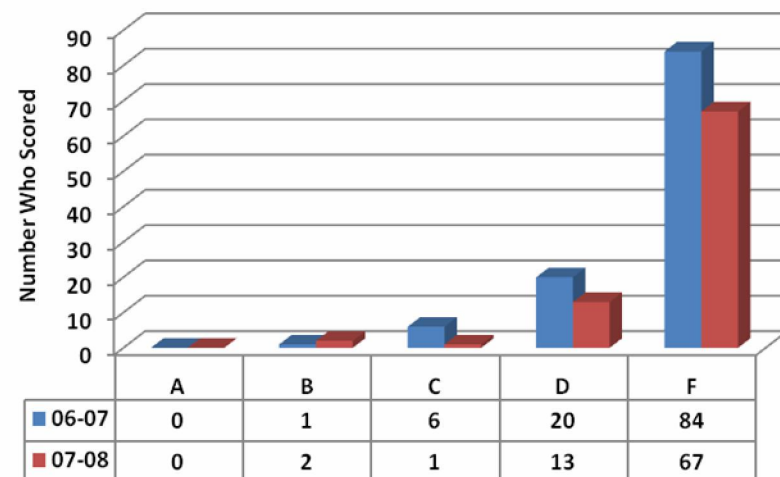
**Longitudinal EOCEP DATA**



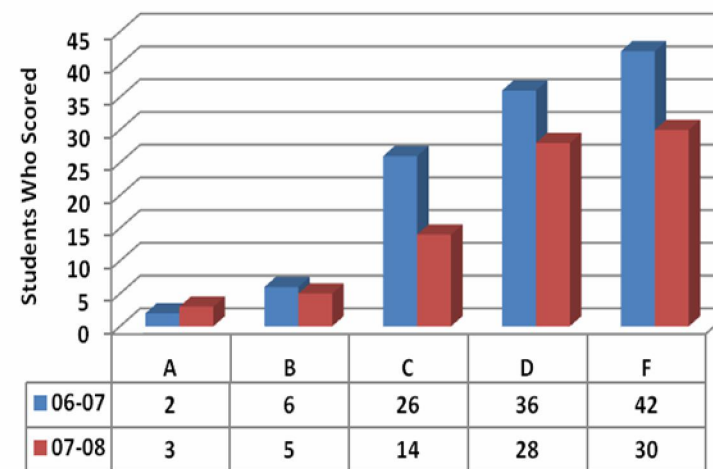
**A Comparison of English I Scores**



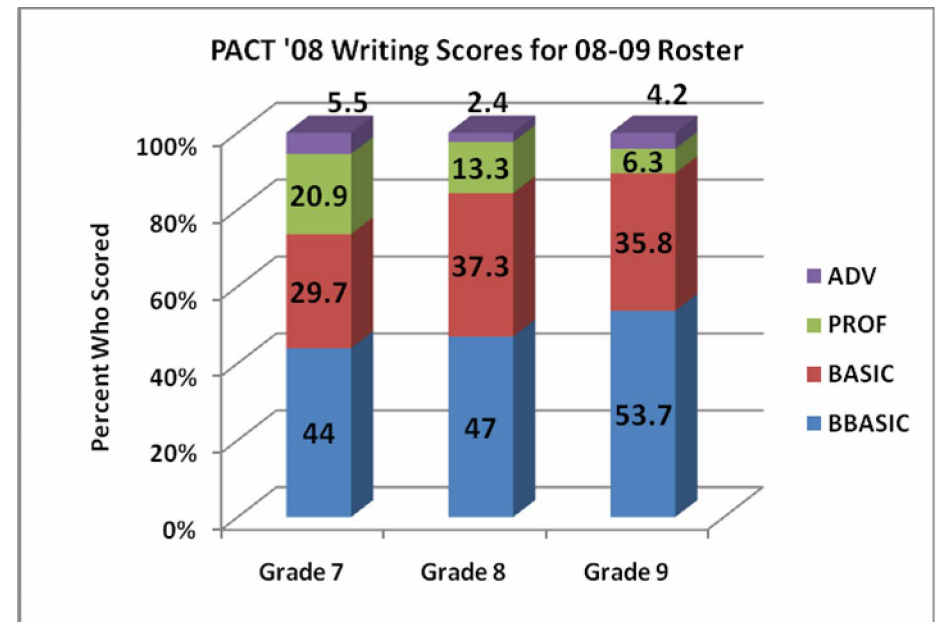
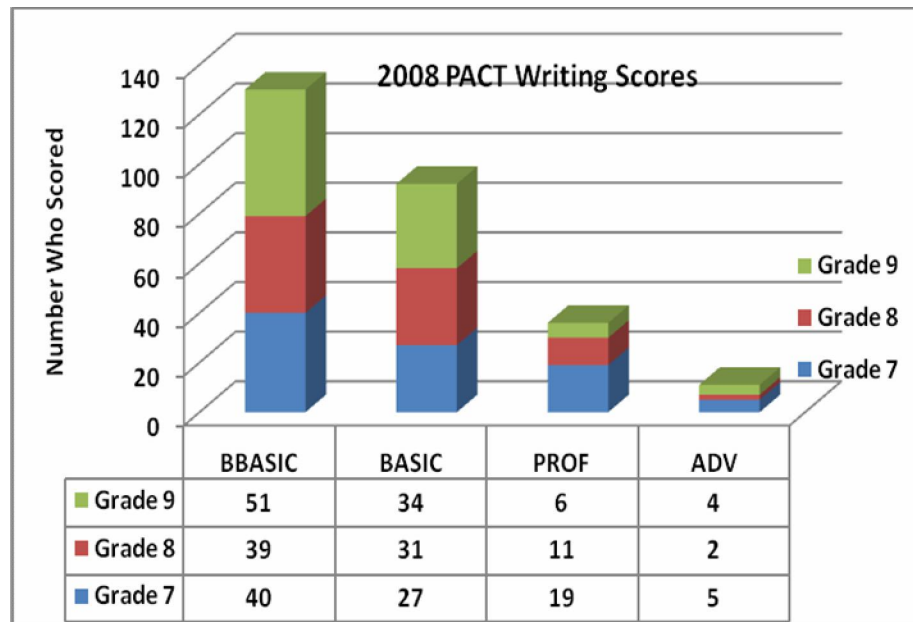
**A Comparison of Physical Science Scores**



**A Comparison of Algebra I EOCEP Scores**



Writing scores on PACT improve each year as students enter from the elementary grades but they are still a major concern. Recognizing the correlation between student achievement, reading comprehension, and effective writing skills, school-wide strategies will again be implemented.



The goals for the FSRP were developed after collaboration between various entities of the school's stakeholders. The process began with the dissemination of test data spearheaded by the on-site personnel. The School Leadership Team examined longitudinal information from our school report cards and other sources and noted areas of concern. These areas have become the focus of our action plans.

A purposeful look at data mandates that we consider if *expected progress* has been met. Using the Absolute Value Calculator, we determined that it had not. Our next step was to examine each tested area by grade to determine the individual absolute ratings. This was followed by calculations to see what number of students in each level would assure us a .3 gain in that tested area.

After members of the SLT identified areas of strength and weaknesses, we focused on what would provide more purposeful feedback on our students' mastery of the standards. It was felt that the development of benchmarks aligned to the standards will be more beneficial and provide more timely information. Using Prosper software or a similar district-provided assessment system will allow for a rapid turnaround of the information to teachers so that interventions can be implemented.

The teachers disseminated data on their current students and are using it to plan for effective instruction. Working in collaborative grade-level teams, teachers identified those students whose scores were 5 points above or below the cutoff scores in each area. These students were identified as our 'bubble students' and have become our 'data wall'. As we attempt to move all our students forward, we will monitor the progress of these students. As we implement the literacy strategies from our TAP clusters, these are the students whose data will be used in our analyses of the effectiveness of the strategies.

Writing the Whitlock Way, our writing part of the literacy initiative, will have a positive impact across the curriculum. Research suggests that writing impacts students' thinking and the quality of their ideas in all subjects.

Although Whitlock had an “unsatisfactory” performance rating on the 2007 school report card, we have made a concentrated effort to improve and have achieved areas of success. Disaggregation of our PACT data revealed a small, but steady improvement in the percentage of students passing the social studies portion of PACT. Other areas have experienced gains and declines from one year to the next; although since 2003, the largest percentage of students passing has occurred on the mathematics portion of the test. Our continued focus on standards-based instruction using our State Academic Standards; academic rigor; and engaging lessons should help ensure student growth is sustained yearly.

The Teacher Advancement Program (TAP), a new initiative that began in the 2007-2008 school year, has built a professional learning community that has strived to improve teacher instructional effectiveness. We believe that the monetary bonuses for improved scores will encourage and motivate teachers. The faculty and staff at Whitlock are committed to improving student achievement, and the importance of students having a content-knowledge teacher with planned standards-based instruction in all classes on a daily basis cannot be overstated. In addition to TAP, staff incentives will be provided on a regular basis in an effort to increase teacher attendance, teacher retention, and their overall satisfaction with school environment. Teachers along with the school leadership team collaborate weekly in cluster meetings to aid in the implementation of the model. Other forms of collaboration that take place in our school consist of: weekly meetings of our school leadership team, bi-weekly grade and departmental meetings, as well as, monthly meetings with our district support personnel.

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

<b>July 2008</b>	<p>7/1 – 7/31: Benchmark Development (CSOS and TSOS)</p> <p>Note: TAP Cluster Professional Development Meetings are held twice each week from August 2008-April 2009. Warrior Academy meets twice each week from September 2008-March 2009. 21<sup>st</sup> Century meets 5 times a week from September 2008-April 2009.</p>
<b>August 2008</b>	<p>8/5 – 8/11: Climbing the Data Ladder (CSOS, TSOS, Master teacher)</p> <p>8/6: EOC Standards Support System (S<sup>3</sup>) Professional Development in Columbia (Interventionist)</p> <p>8/6: 21<sup>st</sup> Century Grant Training (CSOS, 21<sup>st</sup> Century Director)</p> <p>8/7: EOC S<sup>3</sup> Professional Development in Columbia (CSOS, Science, Alg., English 1)</p> <p>8/13: Staff Professional Development: Climbing the Data Ladder, Writing the Whitlock Way</p> <p>8/14: Climbing the Data Ladder (CSOS, TSOS, Master teacher, Mentor teachers)</p> <p>8/15: Curriculum Meeting District Level (Department Chairs)</p> <p>8/21: IGP training (CSOS, TSOS, Master teacher, Mentor teachers)</p> <p>8/26: I Can Learn Math Lab training</p>

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**September  
2008**

9/2-9/3: TAP Cluster Meeting  
9/2: Staff Professional Development: Mike Schmoker...  
9/3: A+ Training (Interventionist, Allen, Davis)  
9/4: EOC S<sup>3</sup> Professional Development in Columbia (TSOS, 9<sup>th</sup> Grade English 1, Science)  
9/5: Reading Plus Training (ELA Plus teachers, Special Ed. Teachers, Interventionist)  
9/8: Teacher Toolbox Training (CSOS)  
9/9-9/10: TAP Cluster Meeting  
9/9: IGPro Training (Hobia, Phillip)  
9/9: Staff Professional Development: Mike Schmoker  
9/12-9/13: 21<sup>st</sup> Century State Conference (21<sup>st</sup> Century Director)  
9/15-9/26: MAP testing  
9/16: S<sup>3</sup> Physical Science Professional Development: (Physical Science teacher, CSOS)  
9/16 -9/17: TAP Cluster Meeting  
9/17: Staff Professional Development: Climbing the Data Ladder  
9/18: Academy of Reading Training (ELA Plus teachers, Interventionist)  
9/22: Teacher Toolbox Training (CSOS)  
9/24: Academy of Reading Training (Special Ed. Teachers), S<sup>3</sup> Training (Physical Science teacher, CSOS)

**October 2008**

10/1-10/2: TAP Cluster Meeting  
10/7: S<sup>3</sup> Training (Physical Science teacher, CSOS)  
10/8: Staff Professional Development: Teacher Toolbox Training/Standards Based Assessments  
10/8-10/9: TAP Cluster Meeting  
10/14 or 10/15: EOC S<sup>3</sup> Professional Development in Columbia (CSOS, TSOS, 9<sup>th</sup> Grade teachers)  
10/15-10/16: TAP Cluster Meeting  
10/20-10/23: Benchmark Tests  
10/20-10/23: 21<sup>st</sup> Century Regional Conference (21<sup>st</sup> Century Director)  
10/21: Staff Development – Understanding the 2008-2009 TAP Process  
10/24: Staff Professional Development: Climbing the Data Ladder  
10/24: TAP Cluster Meeting  
10/22,29: Stop, Drop, and Write

**November  
2008**

11/05: Staff Professional Development: Climbing the Data Ladder (Benchmark & MAP Results)  
11/05 - 06: TAP Cluster Meeting  
11/09-11/11: MAP Conference (Lisa Smith, CSOS)  
11/12: S<sup>3</sup> Training (Physical Science teacher, CSOS)  
11/12 – 11/13: TAP Cluster Meeting  
11/19: Staff Professional Development: Climbing the Data Ladder (Analyzing the School Report Card)  
11/19-11/20: TAP Cluster Meeting  
11/25-11/26: TAP Cluster Meeting  
11/5,12,19: Stop, Drop, and Write

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**December 2008**

12/3: Staff Professional Development: Climbing the Data Ladder (A Look at Our Bubble Students)  
12/3-12/4: TAP Cluster Meeting  
12/10-12/11: TAP Cluster Meeting  
12/16: EOC S<sup>3</sup> Professional Development in Columbia (CSOS, TSOS, 9<sup>th</sup> Grade teachers)  
12/17-12/18: TAP Cluster Meeting  
12/3,10,17: Stop, Drop, and Write

**January 2009**

1/7-1/8: TAP Cluster Meeting  
1/7: 1/8: Staff Professional Development: Standards Based Assessments  
1/12-1/15: Benchmark Tests  
1/14-1/15: TAP Cluster Meeting  
1/21: Staff Professional Development: Climbing the Data Ladder (Benchmark Results)  
1/21-1/22: TAP Cluster Meeting  
1/28: Staff Professional Development: Climbing the Data Ladder – (A Look at Our School)  
1/28-1/29: TAP Cluster Meeting  
1/7,14,21,28: Stop, Drop, and Write

**February 2009**

2/04: Staff Professional Development: The Whitlock Way(A Check up)  
2/04-2/05: TAP Cluster Meeting  
2/11-2/12: TAP Cluster Meeting  
2/18: Staff Professional Development: Creating a Rubric)  
2/18-2/19: TAP Cluster Meeting  
2/23-2/27: MAP Testing  
2/25-2/26: TAP Cluster Meeting  
2/4,11,18,25: Stop, Drop, and Write

**March 2009**

3/2-3/6: MAP Testing  
3/4-3/5: TAP Cluster Meeting  
3/10: PASS Writing Test  
3/11: Staff Professional Development: Standards Based Assessments  
3/11-3/12: TAP Cluster Meeting  
3/16-3/19: Benchmark Tests  
3/18-3/19: TAP Cluster Meeting  
3/25: Staff Professional Development: Climbing the Data Ladder (Analysis of Benchmarks & MAP Results–  
The Big Picture)

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	3/25-3/26: TAP Cluster Meeting 3/4,11,18,25: Stop, Drop, and Write
<b>April 2009</b>	4/8: Author Idol Contest 4/9/10,16,17,29,30: TAP Cluster Meeting 4/ 8,15,29: Stop, Drop, and Write

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1: By April 1, 2009 53% of the students in grades 7, 8, and 9 will demonstrate a mastery score of 77% or more on at least two of the three ELA benchmark tests.**

**Note: ELA benchmark tests were developed using test items from a variety of sources including Flanagan, Teachers Toolbox, and South Carolina HOLT Elements of Literature Test Prep. The test items are aligned with the SC State ELA Academic Standards.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Build a professional learning community by increasing the amount of collaboration among teachers.	Principal: Charles Redmond  Assistant Principals: Ouida Black, Ed Andreassan  CSOS: Dr. Margie Reed  TSOS: Jill Brock  Master Teacher: Helen Gielow  Mentor Teachers: Hobia Blackman, Phillip Breland  Teachers	Aug. 2008	Building a professional learning community supports achievement of this goal. During the course of the year, teachers will participate in the Teacher Advancement Program (TAP).  Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will meet with teachers two times each week in cluster meetings to provide professional development in the following areas: <ul style="list-style-type: none"> <li>• Data review and analysis</li> <li>• Curriculum / Strategy implementation</li> <li>• Lesson Planning</li> </ul> Note: Teacher leaders will also follow-up and meet individually with teachers as needed to provide one-on-one assistance in the above mentioned areas.  Note: The cluster meetings occur twice a week beginning Aug. 2008 and ending April 2009. Teacher leaders' documentation is kept in CODE (the on-line site for TAP).

			Note: The teachers maintain a TAP notebook which includes the following documentation: lesson plans, strategies, and TAP information. They bring their notebooks to cluster each week. They also maintain a data notebook which includes PACT data, MAP data, and classroom data. As a part of the TAP process, data is monitored through IGP's and through weekly cluster meetings.
Develop and implement Writing the Whitlock Way	CSOS: Dr. Margie Reed TSOS: Jill Brock  Master teacher: Helen Gielow  Mentor teachers: Hobia Blackman and Phillip Breland  Media Specialist: Dr. Jane Clary  Teachers	Aug. 2008	Having a school-wide writing focus through-out the year will provide academic consistencies across all content areas which will impact student achievement. The teachers will participate in writing professional development sessions. The two areas of focus will be following a specific set of writing guidelines and Stop, Drop, and Write Wednesdays which entails all students writing each Wednesday during their 7 <sup>th</sup> period class. Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will conduct walk-throughs during this time.
Develop and implement a focused reading initiative.	CSOS: Dr. Margie Reed TSOS: Jill Brock  Master teacher: Helen Gielow  Mentor teachers: Hobia Blackman and Phillip Breland  Teachers  Media Specialist: Dr. Jane Clary	Aug. 2008	Having a school-wide reading focus through-out the year will provide academic consistencies across all content areas which will impact student achievement. The teachers will participate in reading professional development sessions which will be incorporated into the weekly TAP cluster meetings. The ELA teachers will engage students in an author study which will conclude with an "Author Idol Contest".  Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will conduct the cluster meetings and provide follow-up walk-throughs, observations, and model lessons as needed.
Provide remediation support throughout the school day by providing ELA supplemental classes.	CSOS: Dr. Margie Reed TSOS: Jill Brock  Media Specialist: Dr. Jane Clary  ELA teachers	Aug. 2008	Supplemental classes will provide students, in need of extra support in reading and writing, with extended learning time in ELA. Students in this category would have a regular language arts class, as well as, an ELA Plus class on their schedule. Components of the plus class would include: <ul style="list-style-type: none"> <li>• Reading Plus lab</li> <li>• Academy of Reading</li> <li>• Writing skills</li> </ul>

			<p>Note: Students in the supplemental class will complete three 50-minute Reading Plus or Academy of Reading sessions each week. In addition, they will complete two 50-min. writing remediation sessions a week.</p> <p>Note: The ELA supplemental teacher is responsible for monitoring the progress of each student. Progress is monitored through individual reports provided by Reading Plus and Academy of Reading and teacher classroom assessments.</p> <p>Note: An Academy of Reading Implementation Specialist will visit Whitlock each nine weeks to assist with monitoring student progress.</p> <p>Note: The determining factors for students to be scheduled in a supplemental class are: below basic PACT scores in ELA, MAP RIT scores, and teacher recommendation.</p>
Implement standards-based assessments to monitor student progress by providing formative and summative assessments.	<p>Principal: Charles Redmond</p> <p>Assistant Principals: Ouida Black, Ed Andreassan</p> <p>CSOS: Dr. Margie Reed</p> <p>TSOS: Jill Brock</p> <p>Master Teacher: Helen Gielow</p> <p>Mentor Teachers: Hobia Blackman, Phillip Breland</p> <p>Teachers</p>	Aug. 2008	<p>Implementing standards-based assessments is critical for improving student achievement. Checking for understanding will be done daily, weekly, and quarterly.</p> <ul style="list-style-type: none"> <li>Teachers will participate in assessment professional development sessions.</li> <li>Assessments will be reflected on the teachers' lesson plans.</li> <li>The assessment data will be used to drive instruction.</li> </ul> <p>Resources: Teacher Toolbox Flanagan District and On-Site Personnel Created Benchmarks</p> <p>Note: Lesson Plans are submitted to a common network file. This file will be monitored by administration and teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland). Feedback and follow-up will be provided for each formal observation and as needed for individual teachers.</p> <p>Note: Benchmarks will be given at the end of each nine weeks in state tested content areas. Professional development will be held to analyze the data. Teachers will use this data to determine mastery of standards and will monitor and adjust instruction accordingly.</p>

			<p>Note: Teachers maintain a data notebook which includes PACT data, MAP data, and classroom data.</p> <p>Note: As a part of the TAP process, data will be monitored through IGPs and as a part of cluster each week which includes a data wall.</p>
Provide students with academic assistance and fine arts enrichment by offering an extended day.	<p>Warrior Academy Director: Hobia Blackman</p> <p>21<sup>st</sup> Century Director: Carolyn Reed-Smith</p> <p>Teachers</p>	Aug. 2008	<p>Providing students with an extended day and fine arts enrichment will strengthen students' motivation for success. The students will receive assistance in the following areas:</p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Remediation</li> <li>• Test-taking skills</li> <li>• A+</li> <li>• Academy of Reading</li> </ul> <p>In addition, students will be provided fine arts enrichment sessions by offering the following:</p> <ul style="list-style-type: none"> <li>• Colors</li> <li>• Entrepreneurship</li> <li>• African Drums</li> <li>• Choir</li> <li>• Dance</li> <li>• HipHop</li> </ul> <p>Note: Whitlock teachers, students from local colleges, and community members provide academic assistance and fine arts enrichment.</p> <p>Note: Students will be given the opportunity to remain afterschool each day of the week.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2: By April 1, 2009 64% of the students in grades 7, 8, and 9 will demonstrate a mastery score of 77% or more on at least two of the three math benchmark tests.**

**Note: Math benchmark tests were developed using test items from a variety of sources including Flanagan, Teacher Toolbox, and South Carolina Glencoe Test Prep. The test items are aligned with the SC State Math Academic Standards.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Build a professional learning community by increasing the amount of collaboration among teachers.	Principal: Charles Redmond  Assistant Principals: Ouida Black, Ed Andreassan  CSOS: Dr. Margie Reed  TSOS: Jill Brock  Master Teacher: Helen Gielow  Mentor Teachers: Hobia Blackman, Phillip Breland  Teachers	Aug. 2008	Building a professional learning community supports achievement of this goal. During the course of the year, teachers will participate in the Teacher Advancement Program (TAP).  Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will meet with teachers two times each week in cluster meetings to provide professional development in the following areas: <ul style="list-style-type: none"> <li>• Data review and analysis</li> <li>• Curriculum / Strategy implementation</li> <li>• Lesson Planning</li> </ul> Note: Teacher leaders will also follow-up and meet individually with teachers as needed to provide one-on-one assistance in the above mentioned areas.  Note: The cluster meetings occur twice a week beginning Aug. 2008 and ending April 2009. Teacher leaders' documentation is kept in CODE (the on-line site for TAP).  Note: The teachers maintain a TAP notebook which includes the following documentation: lesson plans,

			strategies, and TAP information. They bring their notebooks to cluster each week. They also maintain a data notebook which includes PACT data, MAP data, and classroom data. As a part of the TAP process, data is monitored through IGPs and through weekly cluster meetings.
Develop and implement Writing the Whitlock Way	CSOS: Dr. Margie Reed TSOS: Jill Brock  Master teacher: Helen Gielow  Mentor teachers: Hobia Blackman and Phillip Breland  Media Specialist: Dr. Jane Clary  Teachers	Aug. 2008	Having a school-wide writing focus through-out the year will provide academic consistencies across all content areas which will impact student achievement. The teachers will participate in writing professional development sessions. The two areas of focus will be following a specific set of writing guidelines and Stop, Drop, and Write Wednesdays which entails all students writing each Wednesday during their 7 <sup>th</sup> period class. Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will conduct walk-throughs during this time.
Develop and implement a focused reading initiative.	CSOS: Dr. Margie Reed TSOS: Jill Brock  Master teacher: Helen Gielow  Mentor teachers: Hobia Blackman and Phillip Breland  Teachers  Media Specialist: Dr. Jane Clary	Aug. 2008	Having a school-wide reading focus through-out the year will provide academic consistencies across all content areas which will impact student achievement. The teachers will participate in reading professional development sessions which will be incorporated into the weekly TAP cluster meetings. The ELA teachers will engage students in an author study which will conclude with an "Author Idol Contest".  Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will conduct the cluster meetings and provide follow-up walk-throughs, observations, and model lessons as needed.
Provide remediation support throughout the school day by providing math supplemental classes.	CSOS: Dr. Margie Reed Master Teacher: Helen Gielow  Math teachers	Aug. 2008	Supplemental classes will provide students, in need of extra support in math, with extended learning time. Students in this category would have a regular math class, as well as, a Math Plus class on their schedule. Components of the plus class would include: <ul style="list-style-type: none"> <li>• I Can Learn Math Lab</li> <li>• Skills Enrichment</li> </ul> Note: Students in the supplemental class will complete three to five 50-minute I Can Learn Math lab sessions

			<p>each week.</p> <p>Note: The math supplemental teacher is responsible for monitoring the progress of each student. Progress is monitored through individual reports provided by I Can Learn and teacher classroom assessments.</p> <p>Note: In addition to the classroom teacher, an I Can Learn Math lab attendant will assist with monitoring student progress.</p> <p>Note: The determining factors for students to be scheduled in a supplemental class are: below basic PACT scores in Math, MAP RIT scores, and teacher recommendation.</p>
Implement standards-based assessments to monitor student progress by providing formative and summative assessments.	<p>Principal: Charles Redmond</p> <p>Assistant Principals: Ouida Black, Ed Andreassan</p> <p>CSOS: Dr. Margie Reed</p> <p>TSOS: Jill Brock</p> <p>Master Teacher: Helen Gielow</p> <p>Mentor Teachers: Hobia Blackman, Phillip Breland</p> <p>Teachers</p>	Aug. 2008	<p>Implementing standards-based assessments is critical for improving student achievement. Checking for understanding will be done daily, weekly, and quarterly.</p> <ul style="list-style-type: none"> <li>Teachers will participate in assessment professional development sessions.</li> <li>Assessments will be reflected on the teachers' lesson plans.</li> <li>The assessment data will be used to drive instruction.</li> </ul> <p>Resources: Teacher Toolbox Flanagan District and On-Site Personnel Created Benchmarks</p> <p>Note: Lesson Plans are submitted to a common network file. This file will be monitored by administration and teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland). Feedback and follow-up will be provided for each formal observation and as needed for individual teachers.</p> <p>Note: Benchmarks will be given at the end of each nine weeks in state tested content areas. Professional development will be held to analyze the data. Teachers will use this data to determine mastery of standards and will monitor and adjust instruction accordingly.</p> <p>Note: Teachers maintain a data notebook which includes PACT data, MAP data, and classroom data.</p>

			Note: As a part of the TAP process, data will be monitored through IGPs and as a part of cluster each week which includes a data wall.
Provide students with academic assistance and fine arts enrichment by offering an extended day.	Warrior Academy Director: Hobia Blackman  21 <sup>st</sup> Century Director: Carolyn Reed-Smith  Teachers	Aug. 2008	Providing students with an extended day and fine arts enrichment will strengthen students' motivation for success. The students will receive assistance in the following areas: <ul style="list-style-type: none"> <li>• Homework</li> <li>• Remediation</li> <li>• Test-taking skills</li> <li>• A+</li> <li>• Academy of Reading</li> </ul> In addition, students will be provided fine arts enrichment sessions by offering the following: <ul style="list-style-type: none"> <li>• Colors</li> <li>• Entrepreneurship</li> <li>• African Drums</li> <li>• Choir</li> <li>• Dance</li> <li>• HipHop</li> </ul> <p>Note: Whitlock teachers, students from local colleges, and community members provide academic assistance and fine arts enrichment.</p> <p>Note: Students will be given the opportunity to remain afterschool each day of the week.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: By April 1, 2009 38% of the students in grades 7, 8, and 9 will demonstrate a mastery score of 77% or more on at least two of the three science benchmark tests.**

**Note: Science benchmark tests were developed using test items from a variety of sources including Flanagan, Teacher Toolbox, and SC COACH books. Test items are aligned with the SC State Science Academic Standards.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b>  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b>  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Build a professional learning community by increasing the amount of collaboration among teachers.	Principal: Charles Redmond  Assistant Principals: Ouida Black, Ed Andreassan  CSOS: Dr. Margie Reed  TSOS: Jill Brock  Master Teacher: Helen Gielow  Mentor Teachers: Hobia Blackman, Phillip Breland  Teachers	Aug. 2008	Building a professional learning community supports achievement of this goal. During the course of the year, teachers will participate in the Teacher Advancement Program (TAP).  Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will meet with teachers two times each week in cluster meetings to provide professional development in the following areas: <ul style="list-style-type: none"> <li>• Data review and analysis</li> <li>• Curriculum / Strategy implementation</li> <li>• Lesson Planning</li> </ul> Note: Teacher leaders will also follow-up and meet individually with teachers as needed to provide one-on-one assistance in the above mentioned areas.  Note: The cluster meetings occur twice a week beginning Aug. 2008 and ending April 2009. Teacher leaders' documentation is kept in CODE (the on-line site for TAP).

			Note: The teachers maintain a TAP notebook which includes the following documentation: lesson plans, strategies, and TAP information. They bring their notebooks to cluster each week. They also maintain a data notebook which includes PACT data, MAP data, and classroom data. As a part of the TAP process, data is monitored through IGP's and through weekly cluster meetings.
Develop and implement Writing the Whitlock Way	CSOS: Dr. Margie Reed TSOS: Jill Brock  Master teacher: Helen Gielow  Mentor teachers: Hobia Blackman and Phillip Breland  Media Specialist: Dr. Jane Clary  Teachers	Aug. 2008	Having a school-wide writing focus through-out the year will provide academic consistencies across all content areas which will impact student achievement. The teachers will participate in writing professional development sessions. The two areas of focus will be following a specific set of writing guidelines and Stop, Drop, and Write Wednesdays which entails all students writing each Wednesday during their 7 <sup>th</sup> period class. Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will conduct walk-throughs during this time.
Develop and implement a focused reading initiative.	CSOS: Dr. Margie Reed TSOS: Jill Brock  Master teacher: Helen Gielow  Mentor teachers: Hobia Blackman and Phillip Breland  Teachers  Media Specialist: Dr. Jane Clary	Aug. 2008	Having a school-wide reading focus through-out the year will provide academic consistencies across all content areas which will impact student achievement. The teachers will participate in reading professional development sessions which will be incorporated into the weekly TAP cluster meetings. The ELA teachers will engage students in an author study which will conclude with an "Author Idol Contest".  Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will conduct the cluster meetings and provide follow-up walk-throughs, observations, and model lessons as needed.
Implement standards-based assessments to monitor student progress by providing formative and summative assessments.	Principal: Charles Redmond  Assistant Principals: Ouida Black, Ed Andreassan  CSOS: Dr. Margie Reed TSOS: Jill Brock  Master Teacher: Helen Gielow	Aug. 2008	Implementing standards-based assessments is critical for improving student achievement. Checking for understanding will be done daily, weekly, and quarterly. <ul style="list-style-type: none"> <li>Teachers will participate in assessment professional development sessions.</li> <li>Assessments will be reflected on the teachers' lesson plans.</li> <li>The assessment data will be used to drive instruction.</li> </ul> Resources:

	<p>Mentor Teachers: Hobia Blackman, Phillip Breland</p> <p>Teachers</p>		<p>Teacher Toolbox Flanagan District and On-Site Personnel Created Benchmarks</p> <p>Note: Lesson Plans are submitted to a common network file. This file will be monitored by administration and teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland). Feedback and follow-up will be provided for each formal observation and as needed for individual teachers.</p> <p>Note: Benchmarks will be given at the end of each nine weeks in state tested content areas. Professional development will be held to analyze the data. Teachers will use this data to determine mastery of standards and will monitor and adjust instruction accordingly.</p> <p>Note: Teachers maintain a data notebook which includes PACT data, MAP data, and classroom data.</p> <p>Note: As a part of the TAP process, data will be monitored through IGPs and as a part of cluster each week which includes a data wall.</p>
<p>Provide students with academic assistance and fine arts enrichment by offering an extended day.</p>	<p>Warrior Academy Director: Hobia Blackman</p> <p>21<sup>st</sup> Century Director: Carolyn Reed-Smith</p> <p>Teachers</p>	<p>Aug. 2008</p>	<p>Providing students with an extended day and fine arts enrichment will strengthen students' motivation for success. The students will receive assistance in the following areas:</p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Remediation</li> <li>• Test-taking skills</li> <li>• A+</li> <li>• Academy of Reading</li> </ul> <p>In addition, students will be provided fine arts enrichment sessions by offering the following:</p> <ul style="list-style-type: none"> <li>• Colors</li> <li>• Entrepreneurship</li> <li>• African Drums</li> <li>• Choir</li> <li>• Dance</li> <li>• HipHop</li> </ul> <p>Note: Whitlock teachers, students from local colleges, and community members provide academic assistance and fine</p>

			arts enrichment.  Note: Students will be given the opportunity to remain afterschool each day of the week.
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 4: By April 1, 2009 64% of the students in grades 7, 8, and 9 will demonstrate a mastery score of 77% or more on at least two of the three social studies benchmark tests.**

**Note: Social studies benchmark tests were developed using test items from a variety of sources including Flanagan, Teacher Toolbox, and SC COACH. Test items are aligned with the SC State Social Studies Academic Standards.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Build a professional learning community by increasing the amount of collaboration among teachers.	Principal: Charles Redmond  Assistant Principals: Ouida Black, Ed Andreassan  CSOS: Dr. Margie Reed  TSOS: Jill Brock  Master Teacher: Helen Gielow  Mentor Teachers: Hobia Blackman, Phillip Breland  Teachers	Aug. 2008	Building a professional learning community supports achievement of this goal. During the course of the year, teachers will participate in the Teacher Advancement Program (TAP).  Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will meet with teachers two times each week in cluster meetings to provide professional development in the following areas: <ul style="list-style-type: none"> <li>• Data review and analysis</li> <li>• Curriculum / Strategy implementation</li> <li>• Lesson Planning</li> </ul> Note: Teacher leaders will also follow-up and meet individually with teachers as needed to provide one-on-one assistance in the above mentioned areas.  Note: The cluster meetings occur twice a week beginning Aug. 2008 and ending April 2009. Teacher leaders' documentation is kept in CODE (the on-line site for TAP).  Note: The teachers maintain a TAP notebook which includes the following documentation: lesson plans, strategies, and TAP information. They bring their

			notebooks to cluster each week. They also maintain a data notebook which includes PACT data, MAP data, and classroom data. As a part of the TAP process, data is monitored through IGPs and through weekly cluster meetings.
Develop and implement Writing the Whitlock Way	<p>CSOS: Dr. Margie Reed</p> <p>TSOS: Jill Brock</p> <p>Master teacher: Helen Gielow</p> <p>Mentor teachers: Hobia Blackman and Phillip Breland</p> <p>Media Specialist: Dr. Jane Clary</p> <p>Teachers</p>	Aug. 2008	Having a school-wide writing focus through-out the year will provide academic consistencies across all content areas which will impact student achievement. The teachers will participate in writing professional development sessions. The two areas of focus will be following a specific set of writing guidelines and Stop, Drop, and Write Wednesdays which entails all students writing each Wednesday during their 7 <sup>th</sup> period class. Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will conduct walk-throughs during this time.
Develop and implement a focused reading initiative.	<p>CSOS: Dr. Margie Reed</p> <p>TSOS: Jill Brock</p> <p>Master teacher: Helen Gielow</p> <p>Mentor teachers: Hobia Blackman and Phillip Breland</p> <p>Teachers</p> <p>Media Specialist: Dr. Jane Clary</p>	Aug. 2008	<p>Having a school-wide reading focus through-out the year will provide academic consistencies across all content areas which will impact student achievement. The teachers will participate in reading professional development sessions which will be incorporated into the weekly TAP cluster meetings.</p> <p>The ELA teachers will engage students in an author study which will conclude with an "Author Idol Contest".</p> <p>Teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland) will conduct the cluster meetings and provide follow-up walk-throughs, observations, and model lessons as needed.</p>
Implement standards-based assessments to monitor student progress by providing formative and summative assessments.	Principal: Charles Redmond	Aug. 2008	Implementing standards-based assessments is critical for improving student achievement. Checking for understanding will be done daily, weekly, and quarterly.

	<p>Assistant Principals: Ouida Black, Ed Andreassan</p> <p>CSOS: Dr. Margie Reed</p> <p>TSOS: Jill Brock</p> <p>Master Teacher: Helen Gielow</p> <p>Mentor Teachers: Hobia Blackman, Phillip Breland</p> <p>Teachers</p>		<ul style="list-style-type: none"> <li>Teachers will participate in assessment professional development sessions.</li> <li>Assessments will be reflected on the teachers' lesson plans.</li> <li>The assessment data will be used to drive instruction.</li> </ul> <p>Resources: Teacher Toolbox Flanagan District and On-Site Personnel Created Benchmarks</p> <p>Note: Lesson Plans are submitted to a common network file. This file will be monitored by administration and teacher leaders (Dr. Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland). Feedback and follow-up will be provided for each formal observation and as needed for individual teachers.</p> <p>Note: Benchmarks will be given at the end of each nine weeks in state tested content areas. Professional development will be held to analyze the data. Teachers will use this data to determine mastery of standards and will monitor and adjust instruction accordingly.</p> <p>Note: Teachers maintain a data notebook which includes PACT data, MAP data, and classroom data.</p> <p>Note: As a part of the TAP process, data will be monitored through IGPs and as a part of cluster each week which includes a data wall.</p>
Provide students with academic assistance and fine arts enrichment by offering an extended day.	<p>Warrior Academy Director: Hobia Blackman</p> <p>21<sup>st</sup> Century Director: Carolyn Reed-Smith</p> <p>Teachers</p>	Aug. 2008	<p>Providing students with an extended day and fine arts enrichment will strengthen students' motivation for success. The students will receive assistance in the following areas:</p> <ul style="list-style-type: none"> <li>Homework</li> <li>Remediation</li> <li>Test-taking skills</li> <li>A+</li> <li>Academy of Reading</li> </ul> <p>In addition, students will be provided fine arts enrichment sessions by offering the following:</p> <ul style="list-style-type: none"> <li>Colors</li> <li>Entrepreneurship</li> </ul>

			<ul style="list-style-type: none"><li>• African Drums</li><li>• Choir</li><li>• Dance</li><li>• HipHop</li></ul> <p>Note: Whitlock teachers, students from local colleges, and community members provide academic assistance and fine arts enrichment.</p> <p>Note: Students will be given the opportunity to remain afterschool each day of the week.</p>
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, at least 80% of the core content area teachers will demonstrate proficiency in instructional effectiveness. This will be measured by each teacher receiving at least a 2.5 average rating on a minimum of three of the four observations on the Teacher Advancement Program (TAP) observation rubric.**

Note: An average score of 2.5-3.4 is Proficient on the TAP observation rubric.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Monitor Climbing the Instructional Ladder through the implementation of TAP and other professional development opportunities.	Principal: Mr. Charles Redmond  School Leadership Team: Ed Andreassen, Ouida Black, Dr. Margie Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland.	August 2008	Climbing the Instructional Ladder will increase instructional effectiveness through professional development opportunities. TAP will provide the teachers with on-going professional development as well as providing appropriate feedback, support, and interventions for the teachers. The monitoring process will include: <ul style="list-style-type: none"> <li>• Weekly Cluster Observations (Cluster meetings will take place two times a week.)</li> <li>• Classroom Observations (Each teacher in the building will receive at least 4 observations. The leadership team members have a schedule of the observations to be completed each month.)</li> <li>• Pre/Post Conferences with teachers (Before each announced observation a pre-conference will take place. After every observation, a post-conference will take place and the teacher will be given an area of refinement and an area of reinforcement to reflect upon.</li> <li>• Weekly School Leadership Team meetings (The leadership team will meet each Monday for group analysis on data, IGPs, Cluster meetings, and evaluations.)</li> <li>• Individual Growth Plan (IGP) updates (The IGP is a</li> </ul>

			<p>plan that reflects an area of refinement needed and strategies to address that area. Each teacher will be responsible for completing an IGP and updates will be made through-out the year. The teachers will bring their IGPs to each post-conference.</p> <ul style="list-style-type: none"> <li>Intervention with teachers will be on an as needed basis to provide one-on-one assistance in any notable area of concern.</li> </ul> <p>Teachers will also attend instructional professional development sessions. These sessions include:</p> <ul style="list-style-type: none"> <li>Standards Support System (S<sup>3</sup>) Curriculum Project (These sessions are long-term and are hosted by South Carolina Department of Education Division of Standards and Learning. Sessions will be held for ELA, Alg. 1, and Physical Science. Sessions for other content classes are being planned.)</li> <li>Math Conference</li> <li>Teacher ToolBox</li> <li>Reading Plus</li> <li>A+ Program</li> <li>Academy of Reading</li> </ul> <p>Note: The School Leadership Team is responsible for monitoring the process for Climbing the Instructional Ladder. The leadership team will follow TAP protocol to ensure progress is being made.</p> <p>Note: Documentation will be kept in CODE. (CODE is an on-line database provided through the TAP program.)</p> <p>Note: Time-line references professional development sessions.</p>
Monitor the implementation of Climbing the Data Ladder by providing appropriate feedback, support, and intervention.	<p>Principal: Mr. Charles Redmond</p> <p>School Leadership Team: Ed Andreassen, Ouida Black, Dr. Margie Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland.</p>	August 2008	<p>Climbing the Data ladder will increase teacher instructional effectiveness by teachers using data to drive instruction. Teachers will participate in data professional development sessions, maintain a data notebook, and turn in data reports.</p> <p>Professional Development sessions include:</p> <p>Mike Schmoker: "From Brutal Facts to the Best Schools We've Ever Had"</p> <p>TESTVIEW</p> <p>NWEA</p> <p>Using Data to Drive Instruction</p>

			<p>Integrade Pro Prosper</p> <p>Note: Teachers maintain a data notebook which includes PACT data, MAP data, and classroom data.</p> <p>Note: As a part of the TAP process, data will be monitored through IGPs and as a part of cluster each week which includes a data wall.</p>
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 2: By implementing effective collaboration that focuses on literacy strategies to improve student achievement among all core content area teachers, 53% of the students in grades 7-9 will demonstrate a mastery score of 77% or more on at least two of the three ELA benchmark tests.**

**Note: ELA benchmark tests were developed using test items from a variety of sources including Flanagan, Teachers Toolbox, and South Carolina HOLT Elements of Literature Test Prep. The test items are aligned with the SC State ELA Academic Standards.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Monitor Climbing the Instructional Ladder through the implementation of TAP and other professional development opportunities.	Principal: Mr. Charles Redmond  School Leadership Team: Ed Andreassen, Ouida Black, Dr. Margie Reed, Jill Brock, Helen Gielow, Hobia Blackman, and Phillip Breland.	August 2008	Climbing the Instructional Ladder will increase instructional effectiveness through professional development opportunities. TAP will provide the teachers with on-going professional development as well as providing appropriate feedback, support, and interventions for the teachers. The monitoring process will include: <ul style="list-style-type: none"> <li>• Weekly Cluster Observations (Cluster meetings will take place two times a week.)</li> <li>• Classroom Observations (Each teacher in the building will receive at least 4 observations. The leadership team members have a schedule of the observations to be completed each month.)</li> <li>• Pre/Post Conferences with teachers (Before each announced observation a pre-conference will take place. After every observation, a post-conference will take place and the teacher will be given an area of refinement and an area of reinforcement to reflect upon.</li> <li>• Weekly School Leadership Team meetings (The</li> </ul>

			<p>leadership team will meet each Monday for group analysis on data, IGPs, Cluster meetings, and evaluations.)</p> <ul style="list-style-type: none"> <li>• Individual Growth Plan (IGP) updates (The IGP is a plan that reflects an area of refinement needed and ways the area is addressed. Each teacher will be responsible for completing an IGP and updates will be made through-out the year. The teachers will bring their IGPs to each post-conference.</li> <li>• Intervention with teachers will be on an as needed basis to provide one-on-one assistance in any notable area of concern.</li> </ul> <p>Teachers will also attend instructional professional development sessions. These sessions include:</p> <ul style="list-style-type: none"> <li>• Standards Support System (S<sup>3</sup>) Curriculum Project (These sessions are long-term and are hosted by South Carolina Department of Education Division of Standards and Learning. Sessions will be held for ELA, Alg. 1, and Physical Science. Sessions for other content classes are being planned.)</li> <li>• Math Conference</li> <li>• Teacher ToolBox</li> <li>• Reading Plus</li> <li>• A+ Program</li> <li>• Academy of Reading</li> </ul> <p>Note: The School Leadership Team is responsible for monitoring the process for Climbing the Instructional Ladder. The leadership team will follow TAP protocol to ensure progress is being made.</p> <p>Note: Documentation will be kept in CODE. (CODE is an on-line database provided through the TAP program.)</p> <p>Note: Time-line references professional development sessions.</p>
Monitor the implementation of Climbing the Data Ladder by providing appropriate feedback, support, and intervention.		August 2008	<p>Climbing the Data ladder will increase teacher instructional effectiveness by teachers using data to drive instruction. Teachers will participate in data professional development sessions, maintain a data notebook, and turn in data reports.</p>

			<p>Professional Development sessions include:</p> <p>Mike Schmoker: "From Brutal Facts to the Best Schools We've Ever Had"</p> <p>TESTVIEW</p> <p>NWEA</p> <p>Using Data to Drive Instruction</p> <p>Integrate Pro</p> <p>Prosper</p> <p>Note: Teachers maintain a data notebook which includes PACT data, MAP data, and classroom data.</p> <p>Note: As a part of the TAP process, data will be monitored through IGP's and as a part of cluster each week which includes a data wall.</p>
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 1:**

**By April 1, 2009, the district will provide resources, monitoring, and support to ensure that 53% of students in grades 7, 8, and 9 will demonstrate a mastery score of 77% or more on at least two of the three ELA benchmark tests.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The district will provide NovaNet credit recovery capabilities for ELA classes. This will soon be replaced with the newer A+ software.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	NovaNet will allow students to catch up missing work while proceeding with on-grade level curricula. Students will be better prepared during assessments. Guidance counselors (Hamby, Kimsey) will see that students are scheduled for NovaNet as needed. The A+ software program will allow students to practice concepts that provide difficulty so that students can gain mastery of state standards. The software is user-friendly and appealing to students. These activities will also be monitored by ELA teachers, Master teachers, and the Whitlock Leadership Team (Redmond, Black, Andreassen, Reed, Brock, Hamby, Kimsey).
The district will provide Reading Plus and Academy of Reading software capabilities for students having difficulty reading and working on grade level.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	Reading Plus will help students to increase reading comprehension levels, thereby increasing ELA performance. The Academy of Reading is delivered in a lab setting with individualized lessons. The Whitlock Leadership Team, Master teachers, and ELA staff will see that students have access to the software as needed.
The district will provide for MAP testing three times a year to enable fall/spring growth measures as well as providing access to the Tests for Higher Standards benchmarks and software	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	MAP testing will measure student progress in ELA, and the Whitlock Leadership Team, Master teachers, and ELA teachers will enable the testing and study the data. As needed, the Flanagan material is available for additional

from the Flanagan group.			benchmark testing and item development.
The district will continue support for the TAP program to attract and retain quality teachers and to recognize their efforts in ELA instruction.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves, TAP Coord. Arneice Renwick	August 2008	The Teacher Advancement Program is in its second year at Whitlock, and Master and Mentor teachers assist other faculty members in devising the best possible teaching methods and materials. These positive effects have a direct positive impact on student performance in ELA and all subjects.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 2:**

**By April 1, 2009, the district will provide resources, monitoring, and support to ensure that 64% of students in grades 7, 8, and 9 will demonstrate a mastery score of 77% or more on at least two of the three math benchmark tests.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The district will provide NovaNet credit recovery capabilities for Math classes. This will soon be replaced with the newer A+ software.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	NovaNet will allow students to catch up missing work while proceeding with on-grade level curricula. Students will be better prepared during assessments. Guidance counselors (Hamby, Kimsey) will see that students are scheduled for NovaNet as needed. The user-friendly A+ software program will allow students to practice concepts that provide difficulty so that students can gain mastery of state standards. These activities will be monitored by Math teachers, Master teachers, and the Whitlock Leadership Team (Redmond, Black, Andreassen, Reed, Brock, Hamby, Kimsey).
The district will provide an "I Can Learn" Math lab for those students who need reinforcement in Math concepts and related state standards.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves	August 2008	The "I Can Learn" Math lab offers high-tech stations and quick access to students as they work with areas of deficiency. Math teachers, Master teachers, and the Whitlock Leadership Team will choose students for participation and also keep the data.
The district will provide for MAP testing three times a year to enable fall/spring growth measures as well as providing access to the Tests for Higher Standards benchmarks and software from the Flanagan group.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves, DTC Al Jeter	August 2008	MAP testing will measure student progress in Math, and the Whitlock Leadership Team, Master teachers, and Math teachers will enable the testing and study the data. As needed, the Flanagan material is available for additional benchmark testing and item development.

The district will continue support for the TAP program to attract and retain quality teachers and to recognize their efforts in Math instruction.	Assoc. Supt. Terry Pruitt, Dir. of Sec. Prog. Rodney Graves, TAP Coord. Arneice Renwick	August 2008	The Teacher Advancement Program is in its second year at Whitlock, and Master and Mentor teachers assist other faculty members in devising the best possible teaching methods and materials. These positive effects have a direct positive impact on student performance in Math and all subjects.
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**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

<b><i>Title of Program / Initiative</i></b>	<b><i>Description</i></b>
<b><i>Teachers Advancement Program (TAP)</i></b>	<b><i>TAP</i></b> is a comprehensive program designed to attract, motivate, and retain high quality teachers. The program is built on four elements: multiple career paths, ongoing applied professional growth, instructionally-focused evaluation, and performance-based compensation. The on-going professional development is built on 5 stages which include: identify, learn, develop, apply, and evaluate.
<b><i>Literacy Initiative</i></b>	<p><b><i>Writing the Whitlock Way</i></b> is a unified school focus on writing in which teachers across all content areas require specific writing elements to be included on all writing assignments. The teachers will focus on writing best practices within their own content area and the ELA teachers will focus on teaching students the six-traits of writing. Writing rubrics, which are aligned to the state writing rubric, will be used in scoring the students' writing.</p> <p><b><i>Stop, Drop, and Write</i></b> is an element of Writing the Whitlock Way. This initiative is designed to have a designated time when everyone in the building is focused on writing. Each Wednesday, for the last 20 minutes of 7<sup>th</sup> period, students are expected to write. Each teacher will incorporate writing best practices designed for his/her particular content area.</p> <p><b><i>Reading Strategies:</i></b> The reading strategies will be focused on reading and understanding informational texts. Based on diagnostic data, the teacher leaders (Curriculum On-Site Specialist, Teacher On-Site Specialist, Master teacher, and Mentor teachers) will provide on-going professional development within the school day for the teachers. The professional development will be centered on strategies the students need to be successful in reading informational texts.</p> <p><b><i>The Author Idol Contest</i></b> will be held in Spring 2009. The students in grades 7-9 will focus on literary pieces by Walter Dean Myers. After the study and reading of Walter Dean Myers literature throughout the year, the students can enter the contest in the following areas: Artistic Interpretation, Dramatic Interpretation, or Musical Interpretation. There will be three divisions which will be by grade level. Judges will be present to determine a winner for each division. The students will be rewarded with gift cards and other incentives.</p>

<b>Supplemental Classes</b>	<p><b>Accelerated Reader (AR)</b> is a reading software program managed by our media specialist. The program allows for personalized reading practice on each student's current level. The students read independently and take on-line quizzes. The media specialist provides incentives for students who earn the most AR points. This program is offered to all students at Whitlock and not just to those in need remediation support.</p> <p><b>Reading Plus</b> is a computerized instructional program designed to improve all of the essential skills required for reading proficiency. The system is comprised of three groups of programs that improve: fluency, decoding and vocabulary, and comprehension skills. The program provides individualized reading instruction. The students in the supplemental ELA classes will attend a minimum of 3 50-minute sessions per week.</p> <p><b>Academy of Reading</b> is a computerized instructional program designed to provide intervention for struggling readers. Students develop fluency in foundation reading skills through focused training and phonemic awareness, sound symbol association, phonics and decoding, and comprehension. It is a supplement to existing curriculum. This program will be made available for students in supplemental classes as well as students in the extended day program.</p> <p><b>I Can Learn Math Lab</b> is a computerized instructional program designed to provide intervention and individualized assistance for students struggling in math. The math lab attendant and the math teacher provide assistance when the students reach an area of difficulty. The students in the supplemental math classes will attend a minimum of 3 50-minute sessions per week.</p> <p><b>A+</b> is computerized instructional program designed to provide course recovery for students needing credits in language arts, math, science, or social studies.</p>
<b>Standards-Based Assessments</b>	<p><b>Teacher Toolbox</b> is an online resource teachers will use to assist with the creation of lesson plans and assessments.</p> <p><b>Flanagan</b> is a test bank which is aligned with the South Carolina Academic Standards that teachers can use to create standards-based assessments.</p> <p><b>Benchmarks</b> will be given at the end of each nine weeks in the state tested content area classes. These benchmarks are developed using a variety of sources including Flangan, Teacher Toolbox, Textbook text prep resources, SC PACT and COACH books. The benchmarks are aligned to the SC State Academic Standards.</p>
<b>Extended Day</b>	<p><b>21<sup>st</sup> Century Warrior Academy</b> is an after-school program that provides academic assistance to the students in the areas of homework, remediation, and test-taking skills. In</p>

	addition, students in the 21 <sup>st</sup> Century Program are provided with fine arts enrichment.
<b><i>Climbing the Data Ladder</i></b>	<p><b><i>Northwest Evaluation Association (NWEA)</i></b> is an online resource made available to teachers with students who participate in MAP. The resource is used for diagnostic data.</p> <p><b><i>TestView</i></b> is an online data resource made available to teachers. Testview provides teachers with previous and current test data for students they currently teach.</p> <p><b><i>Integrate Pro</i></b> is an online grading system the teachers use to record student grades.</p> <p><b><i>Prosper</i></b> is a computerized data collection program used to enable instructors the ability to track the students' learning progress.</p>